Programme specification

(Notes on how to complete this template are provide in Annexe 3)

1. Overview/ factual information

Programme/award title(s)	BSc. (Hons) Business Computing (Top-Up) Exit Award: BSc. Business Computing (Top-Up)
Teaching Institution	New College Durham
Awarding Institution	The Open University (OU)
Date of first OU validation	2017
Date of latest OU (re)validation	2022
Next revalidation	
Credit points for the award	120
UCAS Code	3C4W
HECoS Code	
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2022
Underpinning QAA subject benchmark(s)	Computing (2022)
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	QAA Subject Benchmark Statement Computing (March 2022)
Professional/statutory recognition	None
For apprenticeships fully or partially integrated Assessment.	
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT/PT
Duration of the programme for each mode of study	1 Year FT / 2 Years PT
Dual accreditation (if applicable)	
Date of production/revision of this specification	Feb 2022

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

This award has been designed to provide the learning opportunities required for those who wish to become professional computing practitioners. It does this through the curriculum content by providing students with the knowledge, understanding and skills required for employment within the business computing and IT sectors.

Candidates graduating from New College Durham with a BSc. (Hons) Business Computing (Top-Up) will be able to:

1. Demonstrate knowledge, understanding and skills of how to apply appropriate digital technologies, techniques, and principles to advance digital capabilities.

2. Evidence intellectual skills by analysis and applying concepts, principles and practices of digital technologies and techniques within defined scenarios.

3. Demonstrate judgement, critical thinking, research design, problem-solving skills to create computational artefact.

4. Demonstrate practical skills across the computing lifecycle by undertaking problem identification and analysis to appropriately design, develop, test, integrate or deploy a computing system and any associated artefacts; understand the relationship between stages and be able to demonstrate related problem-solving and evidence-informed evaluative skills.

5. Identify appropriate practices and perform work within a professional, legal and ethical framework – including data management and use, security, equality, diversity and inclusion (EDI) and sustainability – in the work that they undertake.

6. Demonstrate interpersonal and team working skills

7. Demonstrate research and critical understanding, using a range of research techniques, theories, and methods.

2.2 Relationship to other programmes and awards (Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)
BSc. (Hons) Business Computing (Top-Up) will sit alongside the BSc. (Hons) Cyber Security (Top-Up) within the School of Creative and Digital Industries. Business Computing FdSc Applied Business Computing was validated by New College Durham in 2012 and again in 2015. This has been replaced in 2018 by the new FdSc Business Computing programme. In 2017 the BSc. (Hons) Business Computing (Top-Up) programme was validated by the OU and provides a direct progression route for students who have originally completed the FdSc Applied Business Computing (which has now been taught out) and more recently the FdSc Business Computing programmes. Also, in 2018 the FdSc Software Development was validated by New College Durham, students completing this programme can progress onto the BSc. (Hons) Business Computing (Top-Up) programme. The Computing and IT curriculum area currently offer a range of study programmes for level 3: BTEC T-Levels and Level 3 Diplomas in IT have four choices of pathway including generic IT, IT (Business), IT (Networks and System Support) and IT Software Development). Students can progress to HE provisions which includes: FdSc. Business Computing, FdSc. Cyber Security and FdSc. Software Development. BSc. (Hons) Business Computing (Top-Up) will share a course structure with BSc. (Hons) Cyber Security (Top-Up) in terms of module themes, delivery dates, and module weighting. 2 x module aims and learning outcomes will be broadly similar with the contextualisation of student outcomes befitting the nature of the chosen course. Each programme however is distinctly different in terms of content such that students with a desire to work in cyber security will choose the Cyber Security programme and students with a desire to work in business computing (eg Information systems, systems analysis and design, systems development, business intelligence) will choose the Business Computing programme. There is scope for students from both BSc. (Hons) Business Computing (Top-Up) and BSc. (Hons) Cyber Security (Top-Up) to work collaboratively, engage in critical debate and share in seminar-based learning activities to support the skills required for Research, Project Management and further progression into employment, self-employment, or further study.

2.3 For Foundation Degrees, please list where the 60credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.
N/A

2.4 List of all exit awards
Students who do not achieve 120 credits but do achieve at least 60 credits in any module excluding Computing Project at level 6, will be eligible for an Exit Award: ‘BSc. Business Computing (Top up)’.

3. Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section.)

Programme Structure - LEVEL 6 FULL TIME (attend college 2 days per week for 1 year)					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
Research Methods	20			Y	1
Project Management	20	No Optional Modules		N	1
Business Intelligence	20			Y	1
Social Media and SEO	20			Y	2
Advanced Mobile Application Development	20			Y	2
Computing Project	20			Y	2

Programme Structure - LEVEL 6 PART TIME (attend college 1 day per week for 2 years)					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
Research Methods	20			Y	Yr1 S1
Project Management	20	No Optional Modules		N	Yr1 S1
Social Media and SEO	20			Y	Yr1 S2
Business Intelligence	20			Y	Yr2 S1
Advanced Mobile Application Dev	20			Y	Yr2 S2
Computing Project	20			Y	Yr2 S2

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1: Analyse a range of research techniques, theories, and methods. A2: Evaluate digital technologies and techniques explaining principles, theories, and concepts. A3: Integrate the principles of project planning using appropriate methodologies.	Students will be given the opportunity to demonstrate knowledge and understanding they have developed by providing evidence that address learning outcomes set across all programme module assignments. The learning outcomes are aligned with the underpinning QAA subject benchmark statements for computing March 2022. Students will demonstrate an understanding of a range of research techniques, theories, and methods through the production of a research proposal. They will also be able to demonstrate the principles of project planning through the production of a project proposal which incorporates evidence of consideration of an appropriate methodology. Students will be given the opportunity in all modules to use a range of current industry standard software applications and hardware devices to demonstrate an understanding of digital technologies and techniques explaining principles, theories, and concepts of how mobile applications can be designed and created, how websites can be analysed for improving efficiency and usability and how businesses can analyse data to create information that provides insights into business operations.

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
	Knowledge and understanding will be monitored using a combination of both formative and summative assessment throughout the Programme. Teaching and learning may include flipped learning, tutorials, academic workshops, VLE integration, lectures, seminars, directed study, observations, presentations, peer feedback and plenary activities. Assessment strategies may include reports, research reports, project plans, presentations, and practical observations.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1: Evidence intellectual skills by analysis and applying concepts, principles and practices of digital technologies and techniques within defined scenarios. B2: Demonstrate judgement, critical thinking, research design, problem-solving skills to create computational artefact.	Students will be introduced to a range of tools and techniques to analyse research findings. This will lead to the need to interpret and analyse both quantitative and qualitative data effectively. Students will demonstrate effective analytical skills in judging the reliability, validity, and significance of evidence to support their conclusions and/or recommendations.

3B. Cognitive skills	
	Students will employ a range of tools and techniques to analyse digital technology-based solutions and apply structured problem-solving techniques to produce their proposed artefact. Teaching and Learning strategies will include an introduction to appropriate analysis tools and techniques and tutorials will be facilitated to develop students' skills and competence. Example data will be used to practice analysis techniques and formative assessment will be used to provide students with feedback on their skills and competence and appropriate guidance for improvement. Evidence of effective analysis will be summatively assessed in the Research project. In the first few weeks there will be group delivery to ensure all students have a clear understanding of the module outcomes and are able to produce a clearly defined project proposal. Students will be allocated a project supervisor who will provide 1-2-1 academic tutorials throughout the semester to offer guidance and support throughout systems development of the artefact and reflective evaluation.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1: Develop practical skills by undertaking problem identification and analysis to appropriately design, develop, test, integrate or deploy a computing system and any associated artefacts. C2: Identify appropriate practices and perform work within a professional, legal, and ethical framework. Include data management and use security, equality, diversity and inclusion (EDI) and sustainability in the work that they undertake.	Students will in several modules develop and demonstrate practical skills by analysing and identifying requirements for a digital technology solution to a complex problem. They will then proceed to design, built, test and evaluate the digital technology solution and associated artefacts. Students will develop skills in self-reflection which informs their ability to seek and apply new techniques to their own performance and identify how these might improve performance. Students will be encouraged to reflect on their own learning, and they will have opportunities to receive formative feedback through group and 1-2-1 academic tutorials. Where students create a digital technology solution this will be summatively assessed. Students will need to employ time management skills to ensure they complete work for each of the modules they are learning and meet deadlines set while in many cases juggling a range of personal responsibilities alongside their studies. If students are required to conduct primary research as part of a project, then an application will be made to the colleges ethics panel to obtain authorisation to collect and analyses the data. If data collected is of a sensitive nature, then students will need to follow the UK General Data Protection Regulation (UK GDPR).

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1: Able to conduct effective research, using literature and other media, into digital technologies and business-related topics. D2: Employ effective time management skills D3: Produce a professional standard of fluency in written communications and an ability to articulate complex issues. D4: Effectively analyse data. D5: Work as an effective team member making use of tools and techniques to appropriately communicate, manage tasks and plan projects.	Students will develop key transferable skills through data analysis where they will develop understanding of how to effectively analyses data. Throughout the programme students will also develop digital literacy with the completion of assessments and presentations using suitable applications and methods. There will be a range of assessment methods to allow students to develop their communication skills in different ways, both written and oral. Employ time management skills to ensure they complete work for each of the modules they are learning and meet deadlines set. The need to act independently is very much evident in the research of literature and the development of projects and assessment within the delivered modules. Students will apply effective research skills to identify emerging technologies and the identification of some of the challenges associated with digital security, the application of ethical hacking and identify an appropriate SEO Strategy with well-reasoned and justified arguments. Teaching and learning will include tutorials, academic workshops, VLE integration, lectures, seminars, directed study, observations, presentations, peer feedback and plenary activities.

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive featurs such as:**
  - where in the structure above a professional/placement year fits in and how it may affect progression
  - any restrictions regarding the availability of elective modules
  - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
  - how the delivery of the academic award fits in with the wider apprenticeship
  - the integration of the 'on the job' and 'off the job' training
  - how the academic award fits within the assessment of the apprenticeship

When studying for a BSc. (Hons) Business Computing (Top-Up) degree we offer the same high-quality qualification you would get at university but with a more personal and supportive experience.

We will prepare you for a rapidly evolving global digital skills economy by providing high quality teaching, as all module delivery is provided by a team of friendly and supportive industry experienced and well qualified lectures.

The college has excellent computing and IT facilities which are updated on a regular basis so you can be assured you will be using software and hardware that is currently used by industry professionals.

You will be gaining knowledge, skills and behaviours employers are looking for, such as SEO the process of improving the quality and quantity of website traffic to a website, analysis of data and information to gain insights into organisational performance, the ability to manage projects for success and the creation of advanced mobile applications for smart phone and tablet computing.

The programme can fit into your work life balance by offering two modes of study either Full Time where students attend college two day per week or Part Time where students attend college one day per week. Full time will be delivered within one academic year and Part Time will be delivered across two academic years. Pricing for either mode of study can be obtained from the college website or the ASC department.

This programme is designed to meet the creative and intellectual needs of students from diverse computing and IT disciplines, and as required by national and international sectors.

5. Support for students and their learning.
(For apprenticeships this should include details of how student learning is supported in the work place)

There are support mechanisms to provide both academic and pastoral support for students. Quantitative and qualitative evidence is used to gauge the effectiveness and increased utilisation of these services, evidenced particularly in the responses from student questionnaires, and ASC service student feedback and evaluation processes. Additional learning support is available to students who have learning difficulties and/or disabilities.

Student Induction
All students joining the course will undertake an induction programme at their point of entry. The aims of the induction are:

- To provide students with full details of the BSc. (Hons) Business Computing (Top-Up) degree programme, including its aims and objectives, modules, skills associated with their studies, its assessment strategy, awarding body regulations and its approach to learning.
- To induct students to the learning resources available to them whilst on the course, such as learning management system (student intranet and VLE) and Library
- To allow students the opportunity to identify issues which need to be resolved.
- To enable students to meet the tutors involved in delivering the programme.
- To meet and interact with fellow students.
- To introduce students to the code of conduct and regulations of the College.
- To make students aware of the relevant systems and structures available to support them, including the Advice, Support Careers Services (ASC), Personal Learning Coach, and the Student Union.

Overview of Support Arrangements
Students who are new to the college, and not previously known to the course team, are encouraged to engage with additional support via Personal Learning Coach (PLC) and Academic Support Tutor to ensure fluid transition into level 6 study.

- **Internal Students (Progressing from FdSc Level 5)**

Designated personal tutor and 1:1 tutorials.
Optional Personal Learning Coach (PLC) Support / continued support for those previously using PLC's.
Access to Academic Support Tutor.

- **International Students**

Designated personal tutor and 1:1 tutorials.
Support from International Office.
Personal Learning Coach (PLC) Support encouraged
Access to Academic Support Tutor encouraged.

- **External UK Students**

Designated personal tutor and 1:1 tutorials.

Personal Learning Coach (PLC) Support encouraged.
Access to Academic Support Tutor encouraged.

Personal Tutor System
A comprehensive personal tutor system is in place to make sure that students have a direct personal contact with an individual member of the course team to discuss academic and personal matters relevant to their learning.
All students are allocated a personal tutor when first registering to the course. It is intended wherever possible a student will have the same personal tutor for the length of their course.
The personal tutor will be responsible for the induction programme to ensure students are comfortable with the programme. At the induction the personal tutor will meet students to ascertain any particular learning or support needs and thereafter will meet with individual students on a regular basis to monitor progress and discuss any issues arising.

Academic Support
In addition to support from their personal tutor each student will receive academic support from their module tutors. Support is given to students via tutorials at set intervals during the academic year and there is likely to be opportunity within some workshop sessions for additional support. Further support is available within critique-based activities where both tutor and peers are able to give constructive advice as to the progress and development of group assignment work.
Students have access to a dedicated academic support tutor. This post has been acknowledged as being an invaluable resource enabling students who do not come from an academic background to achieve at a higher education level.

Access to HE Academic Support Tutor
The HE Academic Support Tutor also supports students with a wide range of HE skills. The HEAST is invited to attend sessions at the beginning of the programme as an introduction to the support that can be offered and promote the links on the intranet. One to one sessions can also be booked which allow for personal feedback on any work that has been submitted.

Pastoral Support
The College is committed to providing high quality, confidential and impartial information, advice and guidance service. This is provided by the comprehensive Advice, Support Careers (ASC) Service. All students receive induction on the ASC service at the start of their course. The ASC service is designed to provide effective and timely information, advice and guidance on funding and welfare, career planning and provides access to confidential personal counselling support. The ASC service offers appointments and a 'drop-in' service. ASC information is also available to download from the College website, student intranet or from the dedicated ASC area. The Student Development Co-ordinator, based in the Students' Union, also helps with social and health related issues.
The PLC service does not have any specific criteria for referral, and any student who may benefit from such support can access the service. Students can be referred by their tutor, lecturer, and external advisor, ASC or by themselves. This personalised referral system helps in identifying new students as well as continuing communication with progressing students. There is a dedicated page on the College internet and

intranet. The service is also advertised via the College visual media system, allowing students in communal areas of college to become aware of the provision.

Career Guidance
Students have access to a comprehensive range of relevant, up to date resources on learning and work via online ASC services and also as hard copy which is available at the ASC facility. The ASC staff also provide on-programme support via class-based sessions on Careers Education, including careers management and finding employment both in the UK and abroad. Prospective and actual students are provided with detailed access to careers and funding services for general enquires. Lecturers may also provide useful career guidance during module lessons.

Support with Coursework
Students are supported in their preparation for assessments by their module tutor and where relevant other academic staff within the curriculum team. Students have access to additional academic support particular to assessment tasks from an independent Academic Support Tutor. The tutor offers specific study skills advice and guidance, on for example, Academic Writing, Assignment/Essay Planning and Structuring, The Harvard System (for references & bibliographies), Open Athens & Online Information Retrieval, Literature Searching, Presentation Skills, Reading Efficiently, Report Writing, Revision and Examination Skills. Electronic advice and guidance booklets are available on the student intranet to download.
In order to protect students against unfair competition, the college may need to ensure that the students are not submitting assessments which have been copied or plagiarised or which are not substantially the student's own work. The College supports academic integrity by using plagiarism software to enable staff and students to check work for originality. Students can upload their assignments prior to submission for marking and get a report confirming their references. This can be extremely effective in ensuring against plagiarism and providing a student and staff member with the confidence that the work is original.
Module specific material is provided on the college VLE; this information is reviewed and updated annually to coincide with the nature and specific requirements of assignments being delivered in a given year. Documents include planners, programme handbook, module handbooks, PowerPoint presentations, and assignment briefs.
Self-directed study is an important aspect within the programme to provide students the opportunity to develop their assignments when resources are not available outside of the college campus. Students will have access computer rooms, specialist software, and printing facilities. This is to enable students to build on their practical skills independently to support the level individualised learning expected at level 6.

6. Criteria for admission
(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

The College admissions policy is to encourage access to higher education through equal opportunity regardless of race, gender, disability, sexual orientation, religious belief or age.

To gain entry to the programme a student must satisfy the standard or non-standard entry requirements to the programme. Candidates with non-standard entry applications will be considered on the basis of relevant work experience and attainment of skills, which demonstrate an ability to study at this level.

Standard Entry criteria

- Applicants should have attained, a level 5 qualification (HND / FdSc. / International equivalent 120 ECTS Credits) in a related discipline.
- All applicants must be interviewed by the curriculum team (international applicants via internet (e.g. Teams or Zoom).
- Must have Level 2 or equivalent in maths and English Language (or a minimum 5.5 IELTS in each band for international applicants).

Non-standard entry criteria:

- Evidence of appropriate computing and IT experience or employment within the Computing and IT sector.
- All applicants must be interviewed by the curriculum team (international applicants via internet (e.g. Teams or Zoom).
- Must have Level 2 or equivalent in maths and English Language (or a minimum 5.5 IELTS in each band for international applicants).
- Attend a HE Pre-induction day to assess suitability.

Admissions Process

Once an application has been received it is recorded and acknowledged by the college admissions team. The course team then views the application.

The process for interview is as follows:

- Applications welcomed through UCAS and NCD Application Form.
- All applicants are interviewed by the curriculum team (International applicants via internet (e.g. Teams or Zoom). During the interview process external students will be asked questions to determine if they have satisfactory knowledge, understanding and skills that an internal student would expect to have on completion of the FdSc Business Computing programme. If there are gaps, they will be provided with an action plan that will guide them to content that the student will need to study prior to the start of the programme. This could be for example resources from FdSc Business Computing programme or a

short online training course or reading material from a recommended core text or website. Please see annexe 3 at the end of this document for mapping Process for the Admission of External Students.

- Acceptance or rejection via UCAS and NCD application process after interview.

Entry to the course is at the discretion of the course team and based upon the combination of successful interview and achievement of 240 credits from previous relevant study that illustrates an ability to meet level 6 course learning outcomes.

https://www.newcollegedurham.ac.uk/login-register

7. Language of study

The programme is conducted using English language.

8. Information about non-OU standard assessment regulations (including PSRB requirements)

N/A

9. For apprenticeships in England End Point Assessment (EPA).

(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning.

Rigorous and robust monitoring of Quality and Performance is embedded across the School. Quality Reviews take place at systematic intervals throughout the year at programme level and at area level. These reviews are led by the Quality Department HEDQU which identify potential performance issues at an early stage.
The Head of School has four Performance Management meetings throughout the year to monitor quality and performance across all areas of the School. Computing and IT has not been subject to external Peer Observations in recent years however the Curriculum Manager carried out learning walks across a range of staff covering themes

such as maths and English, employability, stretch and challenge and personalised learning. The Head of School also carried out non-graded observations on staff within the School which helps identify any support needs and issues relating to underperformance. None were identified in the Computing & IT Curriculum area and the student performance and feedback strongly indicate excellence in teaching and learning. All curriculum staff engage in staff development activities at least three times a year and are responsible for managing an individual Teaching Learning and Assessment Development Plan to identify areas for improvement and strategies to share best practice. The TLA team within the college are available to support curriculum staff in their development and deliver twilight development and/or bespoke sessions to curriculum areas upon request.

11. Changes made to the programme since last (re)validation
No changes have been made to the OU BSc. (Hons) Business Computing (Top-Up) since original validation in 2017.

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

Annexe 3: Mapping Process for the Admission of External Students

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	A1	A2	A3	B1	B2	C1	C2	D1	D2	D3	D4	D5
6	Research Methods	✓				✓		✓	✓	✓	✓		
	Project Management			✓		✓		✓					✓
	Business Intelligence	✓	✓		✓	✓	✓	✓				✓	
	Advanced Mobile Application Development		✓	✓	✓	✓	✓	✓	✓	✓	✓		
	Computing Project	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
	Social Media and SEO		✓		✓	✓		✓	✓	✓	✓	✓	

Annexe 2: Notes on completing programme specification templates

1 **-** This programme specification should be mapped against the learning outcomes detailed in module specifications.

2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx

3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx

4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

7 – Validated programmes delivered in **languages other then English** must have programme specifications both in English and the language of delivery.

Annexe 3 Mapping Process for the Admission of External Students onto BSc. (Hons) Business Computing (Top-Up) Programme

During the interview process external students will be asked questions to determine if they have satisfactory knowledge, understanding and skills that an internal student would expect to have on completion of the FdSc Business Computing programme. The student must comply with all requirements stated in section 6 criteria for admission of the BSc. (Hons) Business Computing (Top-Up) Programme Specification.

Does student have the relevant knowledge, understand and Skills with regards to:	**Yes**	**No**	**Comment**
different business types and the range of systems that could be employed to manage the functions at strategic, tactical, and operational levels.			
developing a (UX) User Experience Project resulting in the design, build and test of a website using HTML, CSS, JavaScript, and Bootstrap.			
being able to exploit Digital Marketing techniques to gain competitive advantage, using techniques such as including search marketing, conversion optimisation and digital communications using social media.			
designing, building, and testing a Relational Database Management System using SQL, including Data Definition Language and Data Manipulation Language commands as well as GUI (Graphical User Interface) interfaces.			
developing a website with a backend database including the use of server-side techniques such as PHP.			
developing a mobile application, from the initial gathering of requirements, through the design and development of the application, documentation, testing and creation of the finished product using SWIFT Xcode or android studio.			
Employing techniques in systems analysis to develop solutions to business problems. Understands methods such as Unified Modelling Language (UML) and Structured Systems Analysis and Design Methods (SSADM).			

Action Plan

Following your interview, it is recommended that you carry out activities in preparation for the commencement of your studies. These have been detailed in this action plan. Completion of this action plan will enable you to demonstrate the required level of skill needed for commencement of your studies.

Student Name:
Name of Programme Leader or Lecturer:
Email of Programme Leader or Lecturer:

Study Programme: BSc (Hons) Business Computing (Top-Up) Programme

Task	Action	By When	Complete

Comments:
When students are interviewed, they will be asked questions to determine if there are any gaps in the students' knowledge, understanding and skills. If there are gaps, they will be guided to content that the student will need to study prior to the start of the programme. This could be resources from FdSc Business Computing or a short online training course or reading material from a recommended core text or website.